

COLORADO CHILDREN'S CHORALE

Mission Statement

The Colorado Children's Chorale presents professional choral concerts and educational programs that entertain, inspire and bring joy to audiences and communities. Children of all ethnicities and socio-economic backgrounds thrive in an engaging, disciplined and nurturing environment in which they receive an outstanding performance and music training as well as the skills, experiences, and confidence to succeed wherever their lives may take them.

Educational Curriculum

Notations following each statement, i.e. (M3,D5,T1), refer to Colorado Model Content Standards in Music (adopted 1997), Dance (adopted 2000) and Theatre (adopted 2000) as adopted by the Colorado Department of Education. Applicable standards and references are as follows:

Music –

- M1. Students sing or play on instruments a varied repertoire of music, alone or with others.
- M2. Students will read and notate music.
- M3. Students will create music.
- M4. Students will listen to, analyze, evaluate, and describe music.
- M5. Students will relate music to various historical and cultural traditions.

Dance –

- D1. Students will understand and demonstrate dance skills
- D2. Students will understand and apply the principles of choreography.
- D3. Students will create, communicate, and problem solve through dance.
- D4. Students will understand and relate the role of dance in culture and history.
- D5. Students will understand the benefits of dance for lifelong fitness.
- D6. Students will understand the relationships and connections between dance and other disciplines.

Theatre –

- T1. Students develop interpersonal skills and problem-solving capabilities through group interaction and artistic collaboration.
- T2. Students understand and apply the creative process to fundamental skills of acting, playwriting, and directing.
- T3. Students understand and apply the creative process to skills of design and technical production.
- T4. Students understand and relate the role of theatre arts to culture and history.
- T5. Students analyze and assess the characteristics, merits, and meanings of traditional and modern forms of dramatic expression.
- T6. Students know and apply connections between theatre and other disciplines.

Prep Choir members will:

- Sing songs in an age-appropriate range and in a variety of musical styles representing a broad spectrum of historical and cultural traditions (M1,M5)
- Sing unaccompanied or accompanied, solo and ensemble, with appropriate tone quality and intonation, demonstrating correct physical concepts of breath support and control (M1)
- Sing two-part rounds, partner songs and descants with pitch accuracy and part security (M1,M3,M5)
- Follow a conductor, responding to cues for expressive elements, as well as meter, tempo and dynamic changes (M1,M3,M5)
- Echo two-measure rhythm and melodic patterns (M1,M4)
- Identify the names of the lines and spaces on the treble clef staff (M1,M2,M3)
- Read and perform rhythmic patterns using half notes, quarter notes, paired eighth notes, whole notes, whole rests, half rests and quarter rests and a variety of changing meters (M1,M2,M3)
- Demonstrate basic knowledge of the performance stage (D2)
- Successfully execute basic movements while singing (M1,M3,M5,D1)
- Be attentive and focused throughout a 60-minute rehearsal
- Demonstrate appropriate performance decorum and stage presence for Prep Choir (T5,T6,D1)
- Demonstrate performing confidence (T1,T5,D1)
- Demonstrate responsibility and respect for others in performance and rehearsal (T1)
- Demonstrate appropriate audience behavior (M5)
- Demonstrate a willingness and ability to adhere to all attendance, rehearsal, performance, behavior and dress policies
- Perform with the ensemble, by memory, a minimum of 30 minutes of repertoire

Building on skills learned in Prep Choir, **Apprentice Choir** members will:

- Sing an individual part against a contrasting part, as well as three-part rounds (M1)
- Read and perform rhythmic patterns using half notes/rests, quarter notes/rests, eighth notes/rests, whole notes/rests, dotted half notes, dotted quarter notes, duple versus triple patterns and an expanded variety of changing meters (M1,M2)
- Follow a conductor, responding to cues for expressive elements, as well as meter, tempo and dynamic changes (M1,M3,M5)
- Name the notes of a musical example using letters and/or numbers (M2)
- Echo four-measure rhythm and melodic patterns (M1,M4)
- Successfully execute basic movements and dance steps while singing (M1,M3,M5,D1)
- Demonstrate appropriate performance decorum and stage presence for Apprentice Choir (T5,T6,D1)
- Demonstrate basic knowledge of the performance stage (D2)
- Be attentive and focused throughout a 60-minute rehearsal
- Demonstrate performing confidence (T1,T5,D1)
- Demonstrate responsibility and respect for others in performance and rehearsal (T1)
- Demonstrate appropriate audience behavior (M5)
- Be attentive and focused throughout an 80-minute rehearsal
- Perform with the ensemble, by memory, a minimum of 45 minutes of repertoire
- Demonstrate a willingness and ability to adhere to all attendance, rehearsal, performance, behavior and dress policies

Building on skills learned in a training choir, **Concert Choir** members will:

- Sing songs in an age-appropriate range and in a variety of musical styles representing a broad spectrum of historical and cultural traditions (M1,M5)
- Sing unaccompanied or accompanied with appropriate tone quality and intonation, solo and ensemble, demonstrating correct physical concepts of breath support and control and able to adjust tone color and intonation for blend and tuning (M1)
- Sing an individual part against a contrasting part or parts (up to four) with pitch accuracy and part security (M1)
- Read/perform simple to sophisticated rhythmic patterns/changing meter (M1,M2)
- Begin to develop independence in music reading and music memory (M2)
- Echo four-measures or more of rhythm and melodic patterns in unison and canon (M1,M4)
- Follow a conductor, responding to cues for expressive elements, as well as meter, tempo and dynamic changes (M1,M3,M5)
- Demonstrate secure knowledge of the performance stage (D2)
- Execute a variety of movements and dance steps as required for performance (M1,M3,M5,D1)
- Perform dances from various cultures and historical periods (D4)
- Create simple movements through improvisation (D2)
- Demonstrate appropriate performance decorum and stage presence (T5,T6,D1)
- Demonstrate responsibility and respect for others in performance/rehearsal (T1)
- Understand the balance between personal and group needs, enabling effective participation within the group (T1)
- Demonstrate consistent performing confidence (T1,T5)
- Demonstrate appropriate audience behavior (M5)
- Perform with the ensemble, by memory, a minimum of 60 minutes of repertoire
- Demonstrate a willingness and ability to adhere to all attendance, rehearsal, performance, behavior and dress policies

Building on accumulated skills, **Tour Choir** members will:

- Sing songs in an age-appropriate range and in a variety of musical styles representing a broad spectrum of historical and cultural traditions (M1,M5)
- Sing unaccompanied or accompanied with appropriate tone quality and intonation, solo and ensemble, demonstrating correct physical concepts of breath support and control and able to adjust tone color and intonation for blend and tuning (M1)
- Sing an individual part against a contrasting part or parts (six and above) with pitch accuracy and part security (M1)
- Read and perform from simple to sophisticated rhythmic patterns and changing meters (M1,M2)
- Demonstrate independence in music reading and music memory (M2)
- Echo eight measures or more of rhythm and melodic patterns in unison and canon (M1,M4)
- Follow a conductor, responding to cues for expressive elements, as well as meter, tempo and dynamic changes (M1,M3,M5)
- Demonstrate sophisticated knowledge of the performance stage (D2)
- Execute a variety of movements and dance steps as required for performance (M1,M3,M5,D1)
- Create complex movement phrases through improvisation, leading to ideas for group choreography (D2)
- Demonstrate an understanding of how movement choices communicate ideas and emotions in performance (D3)
- Perform dances from various cultures and historical periods (D4)
- Demonstrate excellent performance decorum and stage presence (M3,M5,T5,T6,D1)
- Develop skills in pantomime, interpretation and pantomime for purposes of character development and expression (T2)
- Express and effectively communicate appropriate reactions to all dramatic forms (T5)
- Combine knowledge and skills from all disciplines in order to create a performance (T6,D6)
- Demonstrate responsibility and respect for others in performance and rehearsal (T1)
- Understand the balance between personal and group needs, enabling effective participation within the group (T1)
- Demonstrate consistent performing confidence (T1,T5)
- Demonstrate appropriate audience behavior (M5)
- Perform with the ensemble, by memory, a minimum of 90 minutes of repertoire
- Demonstrate a willingness and ability to adhere to all attendance, rehearsal, performance, behavior and dress policies